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ABSTRACT

Visits were made to each of the 11 teachers colleges libraries in Papua New Guinea over a 2-month period to study the conditions in the libraries and provide advice on future development that can be effected by present staff and with limited resources. This paper discusses current collection procedures and needs; the organization and distribution of materials; training schemes, including inservice, on-the-job and preservice training; the suitability of facilities; the details of cooperation between the National Library Service and teachers colleges; and ways to obtain resources. The 20 recommendations offered suggest ways to improve existing collections, the provision of media packets for library staff training, continuity in budgeting for library materials, implementation of full courses in library skills, scholarships for training lecturer/librarians, the establishment of two model libraries using Unesco funding, cooperative library programs for the selective dissemination of educational information, the establishment of standards for libraries in teachers colleges, and the development of a manual of library procedures. Appendices include profiles of the individual libraries, a list of suggested book titles, and a directory of persons consulted. (RAA)

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TEACHERS COLLEGE LIBRARIES IN PAPUA NEW GUINEA

A REPORT FOR

THE ASIA FOUNDATION, THE LIBRARY SERVICES AND THE TEACHER EDUCATION DIVISIONS OF THE DEPARTMENT OF EDUCATION, GOVERNMENT OF PAPUA NEW GUINEA

BY

MILES M. JACKSON

JULY 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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PREFACE

This report is the result of seven weeks in Papua New Guinea studying library conditions at Teachers Colleges. From June 1 to July 17, visits were made to all eleven of the colleges. Visits were made to the provinces of East New Britain, Morobe, Eastern Highlands, Western Highlands, Southern Highlands, Madang, East Sepik and Central. Because of the difficulty of land travel, all travel was by plane. Needless to say, travel was through some of the most beautiful scenery in the South Pacific and over some of the most rugged mountains in the world. I am deeply indebted to all of the many people whom I met during my stay, especially the dedicated educators and librarians, many of whom are working in isolated areas and under difficult circumstances.

A special word of thanks is due to the following individuals: Sir John Yocklunn, K.C.V.O., National Librarian; Otto Kakaw, Deputy National Librarian; William Penias, Assistant Secretary for Teacher Education; Pamela Quartermaine, Superintendent, Curriculum and Inspection, Division of Teacher Education; and Waituka Maina, Associate Superintendent, Curriculum and Inspection, Division of Teacher Education. There are many kindred spirits, too numerous to name, to whom I am indebted for their cooperation. Finally, special acknowledgement is due to the Asia Foundation (USA) for financing this project and for their interest and contribution to library development in the South Pacific.

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PURPOSE OF THE SURVEY

The purpose of the survey was to visit all Teachers College Libraries and advise on future development, taking particular care to provide advice that can be effected by present staff and within the limited resources available. Specifically, the consultant was expected to advise on the following:

1. The present procedures for the collection, organization, and distribution of materials and recommendations for any practical economic and efficient changes that could be made.

2. Training schemes, including in-service, on-the-job and pre-service training.

3. The suitability of facilities without incurring great costs.

4. Details of cooperation between the National Library Service and Teachers Colleges.

5. Ways to obtain appropriate resources.

INTRODUCTION

In the early post-war years of teacher education in Papua New Guinea, there were 26 centers that trained teachers. These centers were largely one-person operations that were widely dispersed throughout the territory.[1] In 1953, a United Nations visiting team recommended the establishment of a large and competent cadre of primary school teachers.[2] From 1954 onward teacher education evolved through several stages[3] until today it is on a tertiary level providing two years for primary teaching and three years for secondary teaching. There are ten colleges of teacher education for primary/community schools and one for secondary schools. The former institutions offer a two-year certificate and the latter a three-year diploma.

During the first year up to one full semester is devoted to providing students with general education competencies in English, Mathematics and Science. Much of this work is remedial and is felt to be mandatory if teachers are to be graduated with high standards and teaching skills. Some lecturers at the Teachers Colleges feel that this is not enough and that there is a need for broader general education for students studying for the teaching profession. Indeed, there is some discussion of adding a foundation or preliminary year to the two-year programs.

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[1] Encyclopedia of Papua New Guinea, Peter Ryan, ed. Melbourne, Melbourne University, 1972, vol. 1, p. 344.

[2] United Nations. U.N. Visiting Mission to Trust Territories in the Pacific. Report on New Guinea. New York, 1953, p. 23.

[3] Report of the Commission on Higher Education in Papua and New Guinea (The Currie Commission) Canberra, Australian National University, 1964, pp. 157-158.

The concern for improving Teachers College courses can be seen in the extensive and thoroughly prepared National Objectives for Teachers Colleges, 1980.

An official memorandum[4] in 1977 from Mr. Kobale Kale, former Minister of Education, clearly stated the intent of these objectives as seen below:

> The Minister approves courses to ensure that all institutions produce students of a good standard. It is also important to keep courses the same so that it is possible to transfer between institutions at different levels or at the same level. It is also important for schools to give students common basic education so that a national culture can develop from this. Institutions carrying out the same work also need to keep in step with each other so that their graduates can be employed at a known level of skill anywhere in the country.

An important part of achieving education objectives is good libraries. If students are going to be encouraged to broaden their educational horizons and encouraged to be resourceful, then well-stocked, appropriate libraries are going to have to be fundamental to that education. It is a pivotal point upon which this report rests.

Some Questions

1. What is to be the role of books and information in Papau New Guinea?
2. Is the oral tradition enough, or can this outstanding and culturally important tradition be enhanced by the printed word?
3. To what extent is national development dependent upon literacy?
4. What is the role of Teachers College libraries in development?
5. How can Teachers College libraries encourage growth in Papua New Guinea publishing?

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[4] National Objectives for Teachers Colleges, 1980, Vol. 3, p. 4.

COLLECTIONS

The sizes of collections in the colleges range from 2,500 volumes to 43,000 volumes. The quality of resources are just as varied, ranging from poor to adequate. A college's library collection should basically support curriculum, student and teaching needs. Selection then gets to be a crucial problem in building a library collection. The collections of the colleges can be divided into three levels: (1) professional materials for teaching staff; (2) professional and general materials for students; and (3) representative children's books.

1. Professional Materials for Teaching Staff

Lecturers at the colleges have need for sources of information that will keep them informed of the various new trends that are occurring in their areas of specialization. This concern was expressed by several lecturers. It matters not whether he/she is specializing in "Community Life" or "Basic Skills in Mathematics", there are always new information and techniques that can be helpful to lecturers. The junior as well as the senior lecturers need to have access to a continuous flow of new knowledge. The answer would be in the provision of selected journals and books. At most of the colleges, there were only one or two professional journals, usually, the Education Gazette was readily available.

Most of the college libraries had very few current professional books that could serve as source materials for lecturers. At least two colleges make available small sums of money to departments for purchasing materials for the departmental use. A small core collection of 40-50 appropriate and recent titles in education could serve the needs of lecturers. If

these books are in the library rather than an office, they could also be of use to students who would not find the reading too difficult and/or technical.

2. Professional and General Education Resources for Students

A serious need in most of the colleges is for professional types of publications, especially books, that can be read with understanding by students. Most students read below tenth grade, which makes selection of appropriate books extremely difficult. Most libraries at some stage provided professional monographs and textbooks normally found in colleges of education. However, books in educational psychology or teaching of reading inevitably proved to be too difficult for most students. Lecturers also expressed frustration at the lack of appropriate materials for general reading in social studies, science and expressive arts.

The problem becomes greater when one realizes that the shortage of appropriate resources of suitable reading levels limits the exposure students have to a wide range of source materials beyond the textbook. Indeed, most learning by students in the colleges is likely to be from the textbook.

Some years ago a few publishers such as Oxford University Press and Longman's did begin a series of easy books intended for students who were preparing for educational careers in Africa and the Caribbean. Titles such as The Use of Psychology in Teaching by L. Derville, Principles of Education in Africa by A. Castle, A Synthesis of Teaching Methods by Barry Hoaley, and The Teacher and His Pupils are effectively being used by some of the Teachers Colleges lecturers with their students.

However, most of the colleges did not have any of the titles above. Some of these titles are from five to ten years old, but are the only sources available for Third World student teachers. The alternative is for lecturers to write their own textbooks to meet student needs.

In the area of general reading the need is for books in social studies, health, science, agriculture, and up-to-date statistical materials for Papua New Guinea. Two libraries have found that books written for "young adults" (ages 13-18) were suitable for students at the colleges. This is very probable since most of the students who graduate from high school at grade 10 are between the ages of 16 and 17. At least young adult books are worth experimenting with because of their controlled vocabularies. These books are published in Great Britain, Australia and America and enjoy wide popularity in high schools and public libraries. Special efforts will have to be made to obtain from the appropriate government departments the resources needed for studies in "Community Life", the subject which seemed to always be short of current data and information about Papua New Guinea. The unavailability of current data and information is just as much the fault of lecturers in "Community Life", as it is of the government departments responsible for generating information and disseminating it.

3. Children's Books

It is unfortunate that in a nation rich with an oral tradition, most of which is suitable for children, has most of its available books for children written by expatriates and those who have no experience with Papua New Guinea. This is not to say that there is not a universality in childhood experiences, such as death, love, and friendship.

This universality can have a Pacific Island, European, American or Australian setting. But there is an urgent need for books relating to the child's own environment, an environment of wantok, palm trees, sea, and mountains.

Students in Teachers Colleges preparing for community schools who have not had the benefit of libraries or, if so, very limited libraries, need to be exposed to children's books. They are generally unavailable in the libraries of the colleges. It is no wonder there are few books in some of the Demonstration Schools, which are adjacent to the colleges. Student teachers should have access to an adequate supply of representative picture books, and graded books in social studies, the expressive arts and science, despite the current lack of appropriate books with a Papua New Guinea theme. How can primary students in Community Schools learn to really appreciate books and libraries if teachers are ignorant of them? The world of children's literature is blessed with bountiful books! The question is what can be done to help the problem of no books being written for children by Papua New Guinean authors?

It has been observed that there has recently been announced a Papua New Guinea creative writing contest, which is now soliciting manuscripts for stories and plays of 10,000 words minimum. It is unlikely that there will be a manuscript for a children's book among the entries. What is needed is a contest, heavily advertised, for best manuscripts for children's books. Such a contest could very well be co-sponsored by several organizations such as the National Library and National Cultural Council or similar organizations. Such a step is probably the only way that a movement will start for the writing and production of

children's books. Admittedly, after finding winning manuscripts, publishing them is the next step. Either government or government-subsidized publishing must be part of the plan.

Selection of materials for libraries requires some type of guidelines which can help correct weaknesses and maintain strengths. The guidelines for developing collections in the colleges need not be detailed or long and involved. A statement could simply cover:

a. Scope and depth of the general collection

b. Scope and depth of the reference collection

c. Responsibility for making decisions regarding selection of materials

d. Involvement of lecturers in selection

e. Communication of collection policies

f. A library committee comprised of lecturers.

There appears to be very little guidance, if any, in developing collections, either at the institutions themselves or from the Division of Teacher Education or National Library Service. As an example, most of the college libraries had very weak reference collections. Several principals and lecturers recognized this weakness and expressed need for guidance in purchasing reference books. This is especially needed in view of the very meager budgets most of the libraries have. A basic list of suitable reference books for the colleges could be prepared and distributed to the principal and staff. Such a list would be a standard core collection consisting of perhaps 200 titles in subjects represented in the curriculum.

A similar list needs to be prepared for the general collection. The core list for the general collection need not be more than 2,000-3,000 titles. Since the journal collections at the colleges are in general weak, it would be helpful to have a core list of journals that would be of value to both students and lecturers.

The advantages of having such basic lists are that they can be useful to:

a. select key titles for Teachers College libraries

b. inspectors in determining to what extent college collections are supplying basic library resources for students. (Lists are checked by the college prior to visit by inspectors.)

c. reveal gaps and weaknesses in a collection.

In addition to "Basic Lists for Teachers Colleges", there is a need for evaluations of suitable books that would be purchased as general library resources. Lecturers and librarians expressed a need to know what they are buying. Most purchases are made from publishers catalogs or from lists that are circulated from booksellers. Many times books have been purchased and, when received, it was learned that the book's content was unsuitable, illustrations inadequate, or in some cases, the books were overpriced by 40 or 50 percent.

Improving student reading habits should be of concern to all persons who are involved with teacher education and library services. Students in the colleges receive K40 each year specifically for book allowance. However, there is no consistent guidance policy for students when they purchase books. It would help to have suggested titles that can be enjoyed by students because of their high general interest and professional content. The books that are chosn for the lists should

enhance the students' general education background. The appropriate lists can be prepared in cooperation with the Teacher Education Division, Department of Library Studies Diploma Students, and librarians from the National Library. Reader guidance and the selection of their books should be considered a vital part of students' preparation for teaching careers. Also, it can encourage students to see books as personal items to be bought and owned for enjoyment and professional growth.

Finally, it should be noted that any basic lists that are compiled will need to be revised from time to time. Also, basic lists are approved titles and are not intended as the final library collection. The library collection is built around the core collection.

THE STAFF

Four out of the eleven Teachers Colleges have qualified lecturer/librarians. They are Madang, Gaulim, Saint Benedict's, and Goroka. One or two colleges just recently lost their qualified librarians because of expiration of contract or breaking of contract. At those colleges where there have been librarians or there are presently librarians, their presence is noteworthy and obvious. In most instances, Library Assistants are being used to run the libraries in absence of a qualified librarian. Despite the excellent work of the Library Assistants, they cannot and should not be expected to fill the shoes of a qualified lecturer/librarian.

The lack of qualified lecturer/librarians is inhibiting the growth and development of the college libraries. Also, in most cases the library skills course is not being offered. Some of the colleges, without a

qualified lecturer/librarian, are using a lecturer from one of the departments. This is the case at Holy Trinity, Daulin, Kabaleo and Balob.

The problem of obtaining adequate qualified lecturer/librarian staff is a complex one. First, the Library Studies Department of the Administrative College is not able to produce sufficient numbers of graduates with the diploma in library studies. As an example, there are nine graduates this year from the Diploma course and eight of them were already committed to jobs before they commenced their programs of study. This leaves only one graduate with the Diploma available. Thus, the colleges are seeking volunteers from overseas or as the case for the Port Moresby In-Service Teachers College recruiting by advertising in the local daily newspapers and the Education Gazette.

The problem of having qualified staff will not be solved until the Department of Library Studies at the Administrative College increases its output of diploma holders. Until that time, volunteers are likely to be depended upon to fill the lecturer/librarian void.

Further, it was recently announced that lecturer/librarians are to be counted in the 15:1 ratio for staff lecturers at Teachers Colleges. Principals were under the impression, when the lecturer/librarian classification was approved last year, that the post was outside of the 15:1 ratio. That is, the lecturer/librarian would be in addition. Already principals are indicating that this new policy will have an effect on their recruitment of a lecturer/librarian. Most without a qualified person in the library felt they prefer hiring a full-time lecturer under the circumstances of this new announced policy. The

principals further indicated that they would settle for a library assistant if this is to be the policy. Obviously the new policy will set back any progress made in the lecturer/librarians' appointments.

BUDGET

Last year as little as K1,500 and as much as K40,000 was spent on library materials. The average amount spent on materials, excluding the Port Moresby In-Service College and Goroka Teachers College, is between K3,000-K3,500. The present budget will probably purchase approximately 350 books. Colleges need guidelines on how much to spend on library materials. One way to budget for library materials is to make a student per capita annual allocation. As an example, a K30 per student allocation for library materials at a college with 200 students enrolled would mean a budget of K6,000.

A second approach would be a flat grant to needy colleges, which would be supplementary funds for library materials. These grants of, say, K2,000 could be earmarked for developing a core reference collection or some other collection. Over a period of four or five years, basic collections in all of the colleges could be established. In any case, the money would be well invested if spent utilizing guidelines and standard basic lists. The supplementary grant program could be administered by the Government Department Libraries Section of the National Library Service.

FACILITIES

Most of the colleges have provided library quarters. Several are new, having been built within the last five years. As an example, Sonoma Teachers College has a modern new building, which was completed in 1981. Unfortunately, it is in dire need of library resources. Dauli Teachers College was expanded for the second time in 1978. It is an adequate building with a bookstore added. Saint Benedict's and Holy Trinity both have spacious accommodations. Kabaleo is short of space, so much so that it can hardly add another 200 books to its shelves. Port Moresby In-Service Teachers College is getting a new building in 1982. In general, there are adequate facilities at most of the colleges. The real need is for resources. (See Appendices 1-11.)

LIBRARY SKILLS COURSE

When committees were formed to prepare the National Objectives for Teachers Colleges, one was established for designing a course outline for "Library Skills". It is a well-though-out course.[5] The course covers:

1. Location of Books and Other Items
2. Gathering Information
3. Making Use of Ideas
4. School Libraries
    a. Organization
    b. Management
    c. Use
    d. Selection of Materials by Teachers for Use in Classrooms and Library

[5]Ibid., pp. 93-100.

Only a few of the colleges are offering the full course, which consists of 60 hours of class. The outline suggests the library skills course should meet once a week for the two years students are attending college. The first year is devoted to developing library use skills, and the second year is intended to give students an introduction to organizing a school library and procedures for ordering books. This is a new course, and it is too early to tell what the full impact will be. However, it is evident that with lecturer/librarians or even a competent lecturer (as is the case at Holy Trinity, Kabaleo and Dauli), the course can make a difference in student use of library resources and understanding of the role of a library in a community school.

The course in library skills, hopefully, will produce teachers who will be library-minded, many of whom will request libraries for their schools where there are none. It could very well be the beginning of a movement to stir the development of school libraries. Students who take the course are given a thorough understanding of the Kina-for-Kina[6] program and how it works.

The "Library Skills" course is a good beginning and should be implemented in its entirety by all of the colleges.

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[6]The Kina-for-Kina program is sponsored by the Department of Education and adminsitered by the National Library Service. It is a matching-fund program up to K250 for purchase of library books in schools. Thus, a school could receive K500 for library books.

LIBRARY COOPERATION

During this time of tight budgets, the skyrocketing cost of books and journals, libraries throughout the world are attempting to find ways to combine and share resources. In some cases, there have been notable successes in library cooperation. In Papua New Guinea there are beginnings in this direction. Most of the cooperation is in the Port Moresby area. It is much easier to cooperate in an area where there are many diverse types of libraries, and the capital offers that diversity of libraries. In most instances, it is the National Library Service taking the leadership, as it should, in cooperation. Unfortunately, very little cooperation exists between the National Library Service and Teachers Colleges, or for that matter between the Teachers Colleges themselves or other libraries in the provinces. There are a few exceptions, as in the case of the Papua New Guinea University of Technology, which has been coordinating the "Books for Papua New Guinea" project. So far, Balob and Goroka Teachers Colleges have received several thousand books under this Asia Foundation-sponsored program. Publicity and money have been major factors inhibiting wider distribution of the books. Most of the Teachers Colleges in the remote areas had never heard of the project. This is unfortunate because many of the books are new and were found to be appropriate for the two colleges that have obtained titles.

As indicated earlier, there is a need for guidance in book selection among the Teachers Colleges. A quarterly or semi-annual list of appropriate books for the Teachers Colleges could be of help not only to the

library staff, but to lecturers as well. Such lists should have annotations that would help selectors understand the strengths and weaknesses of titles. Obviously, publishers' announcements are not suitable for book selection, because one would not expect them to be critical. Can the National Library come up with a scheme that assists the colleges with selection of new books?

Several libraries, namely the National Library, Goroka and Madang, have representative journal collections. It is hoped that some way can be found to share these journal resources on a need basis. Perhaps, a selective dissemination of information scheme can be worked out, whereby lecturers at Teachers Colleges can have photocopies of articles they wish to read. With some planning and organization, this could be a workable and inexpensive project to share journal resources. The procedure would involve photocopying content pages of selected education journals and sending these out to lecturers, who in turn indicate those articles they wish to have copied and sent.

The National Library has the potential to move ahead with bold programs of cooperation, programs that need not require large sums of money. As an example, an SDI program would probably cost less than K2,000 annually. Many things are possible with creative and imaginative ideas for cooperating. Mostly services will be the likely projects that will be thought of, but if care is not taken in planning, services can be expensive. What are needed are simple, inexpensive programs that can reach the college libraries in the provinces.

IN-SERVICE TRAINING

At the present time, there have been continuing education courses offered for library staff members, but most of the opportunities have been in Port Moresby. Librarians in the provinces have not been able to participate in programs in the capital because of the high cost of travel in Papua New Guinea and the great distances one must travel to get to the Capital. It should be noted that the roads out of Port Moresby extend only a couple hundred miles. As an example, one cannot get to Morobe Province by road. Lae, in the Morobe Province, happens to be the second largest city in Papua New Guinea.

The National Library Service staff needs to get out into the provinces. But with the present budget situation, it is unlikely that the staff who need to be going to the provinces to offer workshops will be able to do so. In one case this year, a member of the staff did go to Rabaul to offer a workshop to librarians and teachers in East New Britain. There were favorable reactions to the visit by librarians and lecturers from the colleges. However, his transportation was paid for by the librarians in East New Britain and not by the National Library Service. Some scheme must be devised to deliver short-term courses to library staff working in the provinces. Would it be possible to put on videotape courses designed for the staff at the colleges? Most of the colleges, it was observed, own video-playback equipment. Video packages on such topics as: "Integrating Library Materials into the Curriculum"; "The Reference Interview"; "The Role of the Library in Teaching" are examples of the types of subjects that could be prepared. Also, the use of magnetic tape could be used. Cassette players are plentiful in the

provinces, and the cost of cassette tapes would be much less than video cassettes. There is no reason why both types of media could not be used. The National Library Service is equipped to provide this service, perhaps in cooperation with the Papua New Guinea Library Association or the Department of Library Studies at the Administrative College. Using this alternative approach to providing in-service training is worth exploring. Individualized distance learning has proved its worth in many parts of the South Pacific. With appropriate planning, it should help solve this serious problem in the continuing education of library staff and lecturers in the colleges.

EFFECTING CHANGE

I visited all of the Teachers Colleges in Papua New Guinea. A special tribute is due to the men and women working in teacher education, because the varying conditions that ordinarily would discourage teachers and administrators are being faced head-on. The future of this great nation rests on the shoulders of the youth in community schools today. Papua New Guinea needs citizens who are literate and numerate to cope with an increasingly complex world. But it must have teachers--good teachers imbued with dedication to the child's education.

Introducing books and libraries to the educational process in Papua New Guinea has already made an impact where they are being emphasized. I was told by one National Headmaster that ten years ago a library was unheard of in his province or even in his school. Today, there is a public library and he is intent on building a strong school library collection. In 1979, there were only 30 schools out of 3,000 with a

separate library. I personally saw a few of these libraries and they are pitifully poor in books. It is estimated that approximately 30% of the remaining schools have small classroom libraries. This leaves approximately 70% of the schools without any type of library.[7]

It is heartening to learn from another Headmaster in the Highlands that several of his new teachers fresh out of Teachers College appealed to him to establish a school library. It so happens that these graduates were from a college that provided good library resources, provided the library skills course and had a demonstration school that had a well-rounded collection of children's materials. The impact of these three library activities showed in the graduates of that college.

This raises the question of what happens to student teachers who have limited exposure to libraries? Students in primary grades have little access to libraries, or none at all while in primary grades and secondary school. They enter Teachers Colleges and are taught with limited resources (a set curriculum requiring a few prescribed textbooks). Consequently, the teacher teaches and uses few library resources.

Compare the above with a student who has access to extensive library resources. The student enters Teachers College and is taught with extensive materials requiring the use of the library. The teacher graduates and uses a variety of library materials when actually on-the-job teaching.[8] (See Appendices 12, 13, and 14.) As can be seen from

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[7]Devini Temu. Extending School Library and Community Information Service to a Scattered Population: Papua New Guinea. IFLA Council, Manila, 1980 (Unpublished Paper).

[8]The above example is based on a model designed by Dr. Lawrence McGrath of Churchlands College of Advanced Education, Western Australia.

the above, effective libraries in the life of the student teacher can make a difference.

In this regard, what are needed are model school libraries that can serve as model resources for teachers, librarians and school administrators. Ideally, such pilot libraries should be located in convenient places where lecturers, students, community school teachers and school administrators can see and use such resources. The collections should have not only books, but the range of basic audio-visual equipment and software, such as films, filmstrips, recordings, etc. The audio-visual resources should be part of the model library despite the lack of electrical power in many of the community schools in the provinces. One hopes that the problem of lack of electrical power will be a thing of the past in the near future.

The Port Moresby In-Service Teachers College should be the first site chosen, because it is in a unique situation in that experienced teachers who are being given further study spend six months. The teachers who go through this program come from all of the provinces and will serve as lead teachers, headmasters, or school inspectors. Also, the Port Moresby institution has a new library being built which is scheduled for completion in 1982.

A second model school library should be located in or near an urban area, either in the Gazelle Peninsula of East New Britain or in Lae, Morobe Province. Gaulim Teachers College or Balob are likely sites.

Funding for the projects could be joint with the National Library Service, Teacher Education Division, or an outside agency. As an example, the United Nations Economic, Social and Cultural Organization (NESCO) has

already expressed an interest in establishing pilot school library projects in the South Pacific. The 20th General Conference of UNESCO "approved a project to be located in the South Pacific region which is designed to stimulate school library development by: (a) improving teacher willingness and ability to use information resources in teaching and learning; and (b) providing training for school libraries to enable them to develop effective information services."[9]

The printed word need not replace the oral tradition and will not do so, because it is so much a part of the cultural process in Papua New Guinea. It is the printed word and other library resources that effectively supplement the oral tradition. All of these media will play an important role in the future of education in Papua New Guinea--a Pacific nation with a promising future.

RECOMMENDATIONS

1. Collections

a. A series of basic lists should be developed for solid core collections for (1) reference works (encyclopedias, dictionaries, handbooks, manuals, guides, etc.); (2) general collections in the arts and sciences on a reading level to match that of students. It is suggested that books published in the young adult field be explored or similar titles prepared for popular reading, which might not be very technical; (3) children's titles, including picture type books in subject areas;

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[9]It is suggested that the Lawrence H. McGrath report be consulted for further details. See Report of a Planning Mission for the UNESCO School Library Development Project in the South Pacific, March 1980.

and (4) recreational reading lists, aimed at providing guidance to students in spending their book allowances of K40 each year. (cf 4)

b. A suggested basic list of professional type books written especially for students preparing for teaching careers, but have English as a second language, is needed. (See Appendix 16 for examples of suggested titles.) Oxford University and Longman Presses have been particularly active in this field.

c. A Selection Policy will help colleges build collections with some coherence. The National Library Service can be of assistance in developing guidelines that are not too detail . The Guidelines should be developed in cooperation with the Division of Teacher Education and the Colleges. (cf 7)

d. Some scheme is needed to assure receipt of all Papua New Guinea documents, with data pertinent to the "Community Life" course. An up-to-date checklist should be prepared covering sources on data and information on "Papua New Guinea Cultures and Social Change", "Environment and Resources", and "Nation Building". "The Papua New Guinea Community Life Checklist should be widely distributed to lecturers and librarians." (cf 5)

e. There have been published only a few children's books with a Papua New Guinea theme. Some impetus is needed to encourage national authors to write children's materials. It is suggested that the National Library Service, either alone or in cooperation with another organization, sponsor an annual contest for the best manuscripts for children's books. The contest would have modest monetary prizes and other recognition for winning authors. Publishing of winning manuscripts might have to be subsidized by the government.

f. It is recommended that suggested titles be compiled on an annual basis that can be purchased by students at Teachers Colleges. (cf 8)

g. It is recommended that a current review service be implemented for suitable books for Teachers Colleges. Perhaps this could be incorporated into the proposed review publication for school libraries, announced by the School Library Advisers Office, National Library. (cf 8,14)

2. Staff

a. A serious look needs to be had at the recently announced plan to count the lecturer/librarian post as part of the 15:1 teacher-student ratio. It is suggested that the Division of Teacher Education should provide a definite understanding of the implications this move will have on recruiting lecturer/librarians. (cf 10)

b. In view of the distances separating the Teachers Colleges from the capital, it is suggested that alternative steps be taken to deliver in-service training for staff. It is suggested that media packages, i.e., video and tape cassettes, be prepared on special library service topics and made available to library and lecturer staffs. (cf 16)

3. Budget

a. To assure continuity in budgeting for library materials, it is suggested that a formula or scheme be devised for library budgets. A per capita allocation for books and other instructional materials would be one way of doing this. This allocation for materials only should have a minimum of K30 per student. Supplies for the library should be a separate allocation. (cf 11)

b. A second suggestion for funding would be "basic grants" to colleges for library resources. This program could be on a matching basis and should proceed over a sustained period of years. (cf 11)

4. Library Skills

a. Those colleges that are offering only part of the Library Skills course should be encouraged to offer the full course, which would include not only the skills and use level, but the establishment of a school library and ordering books for the collection. (cf 12)

5. Scholarships for Preparing Lecturer/Librarians

Special effort should be made to recruit lecturer/librarians from the ranks of already qualified teachers. Funding should be sought over a two to three year period either by the National Library Service or the Teacher Education Division to send to the Administrative College six or seven candidates to study for the Diploma in Library Studies. (cf 9)

6. Model School Libraries

It is recommended that model school libraries, complete with book and non-book resources (A.V., etc.), be established initially at several Teachers Colleges. This recommendation is being made with the knowledge that electrical power is unavailable in many of the provinces' community schools. Because of this, priority should be given to Port Moresby In-Service College and a second college in either East New Britain or Morobe Provinces. Potential funding sources could be UNESCO, Asia Foundation, or some similar outside body. (cf 19)

7. Library Cooperation

a. A selective disseimination of information (SDI) program be established for professional journals in the field of education. Perhaps the National Library, Goroka Teachers College or the Education Research Library would head up this project, which would be designed to deliver selected articles to lecturers by request. (cf 14)

b. Assistance be given to the Papua New Guinea University of Technology in distributing to the Teachers Colleges books received through the "Books for Papua New Guinea" program. Also, assistance in the form of money is needed for shipping and publicizing the titles that are available. Perhaps a grant could be provided to a National Library Service or Madang Teachers College staff member to visit the Papua New Guinea University of Technology to personally select books for the college libraries. (cf 14)

8. Standards

a. It is recommended that standards be established for libraries in Teachers Colleges. Standards could be arrived at by the National Library Service and the Teacher Education Division. (cf 17)

b. Standards should cover staff, i.e., a minimum of one lecturer/librarian and one library assistant should be on each Teachers College library staff. (cf 9)

c. The quantiative evaluation of collections should be based on the recommended core collections. (cf 3)

d. Inspectors should inspect libraries as a part of their annual visits to the colleges, with a view of assessing progress made in attaining titles recommended on the "Basic Lists". (cf 8)

e. Manuals of library procedures are needed by most of the college libraries to assure consistency in library operations. The National Library Service could be of assistance in this regard by preparing a suggested manual for the libraries. (cf 9)

Appendix 1

PROFILES OF LIBRARIES

PNG Teachers College Libraries
Compiled by Miles M. Jackson

Institution: BALOB TEACHERS COLLEGE

Address: P.O. Box 2127
Lae, Morobe Province

Phone: 424311

Agency: Lutheran/Anglican

Size of Faculty: 28 **Enrollment:** 310

Size of Collection:
Books: 14,500 vols.
Magazines: 30 regularly received
Audio-Visual: A.V. materials and equipment not part of the library

Staff: 2 full-time
Lecturer/Librarian: Elizabeth Wilson
Qualification: Dunedin Teachers College; Diploma in English
Library Assistant: Anson Dom
Qualification: College of External Studies

Budget:
1981: K3,000 - books
K1,000 - supplies

1980: K3,000 - books
K 500 - supplies

Facilities: Space is inadequate; lighting is good; more space will be needed in the immediate future.

Seating: 100

Appendix 2

Institution: DAULI TEACHERS COLLEGE

Address: P.O. Box 16
Tari, Southern Highlands

Phone: Radio

Agency: Evangelical

Size of Faculty: 15 Enrollment: 123

Size of Collection: Books: 20,200 vols.

Magazines: 38 regularly received

Audio-Visual: A.V. materials and equipment not part of the library

Staff: 1 full-time; 1 part-time

Lecturer/Librarian: Vacant

A part-time volunteer lecturer started offering the library studies course in 1981. She is not a qualified librarian.

Library Assistant: Yanari Bubilia

Qualification: Grade 6

Budget: 1981: K2,500

1980: K1,500

Facilities: A well-built library building constructed in 1972, enlarged in 1975 and 1978. Furniture, shelving and lighting are above average.

Seating: 74.

Appendix 3

Institution: GAULIM TEACHERS COLLEGE

Address: P.O. Box 1343
Rabaul, East New Britain Province

Phone: 92 1080

Agency: United Church

Size of Faculty: 14 Enrollment: 200

Size of Collection: Books: 5,000 vols.

Magazines: 10

Audio-Visual: Film and slide projector, video-playback and viewing room.

Staff: 2 full-time

Lecturer/Librarian: Kristin Ofstead

Qualification: Norwegian College of Librarianship; Diploma in Librarianship

Library Assistant: Hillma Burua

Qualification: Administrative College of PNG; Certificate in Library Studies

Budget: 1981: K1,500

1980: K1,500

Facilities: Adequate space; tables, chairs and lighting are good. Library interior was painted in 1981.

Seating: 50

Appendix 4

Institution: GOROKA TEACHERS COLLEGE

Address: P.O. Box 1078
Goroka, Eastern Highlands

Phone: 72 1366

Agency: Government and part of the University of Papua New Guinea, Faculty of Education

Size of Faculty: 42 Enrollment: 450

Size of Collection: Books: 43,000 vols.
Magazines: 200 paid subscriptions
Audio-Visual: 300 films, filmstrips, videotapes

Staff: 11 full-time (including two professionals)
Senior Lecturer (Senior Asst. Librarian): Phillip Calvert
Qualification: Loughborough; A.L.A.
Senior Assistant Librarian: Vacant

Budget: 1981: K35,000

1980: K40,000

Facilities: A well-constructed library building; lighting is good. More space is needed for media resources, books, etc.

Seating: 125

Appendix 5

Institution: HOLY TRINITY TEACHERS COLLEGE

Address: P.O. Box 274
Mount Hagen, Western Highlands

Phone: 52 1411

Agency: Catholic

Size of Faculty: 16 Enrollment: 235

Size of Collection: Books: 9,407 vols.
Magazines: 41 regularly received
Audio-Visual: Few films, but not in library collection

Staff: 1 full-time
Lecturer/Librarian: Vacant
Library Studies course offered by a member of the English department.
Library Assistant: Margaret Ibo
Qualification: Administrative College of PNG; Certificate in Library Studies

Budget: 1981: K2,500
1980: K2,500

Facilities: New building financed by German Catholics.
Seating: 96

Appendix 6

Institution: KABALEO TEACHERS COLLEGE (Women)

Address: P.O. Box 138
Kokopo, East New Britain

Phone: 92 8213

Agency: Catholic

Size of Faculty: 10 Enrollment: 135

Size of Collection: Books: 8,000 vols.

Magazines: 32

Audio-Visual: Films, slides, videotapes; film, slide and overhead projector; video-t.v.

Staff: 1 full-time

Lecturer/Librarian: Vacant

Library Studies course offered by a senior lecturer

Library Assistant: Mildred Maramon

Qualifications: Administrative College of PNG; Certificate in Library Studies

Budget: 1981: K3,000

1980: K3,000

Facilities: Space is a serious problem for the library. It is well-organized and the resources are used, but congested.

Seating: 27

Appendix 7

Institution:	MADANG TEACHERS COLLEGE
Address:	P.O. Box 1343 Madang, Madang Province Phone: 82 2299
Agency:	Government
Size of Faculty:	25 Enrollment: 340
Size of Collection:	Books: 18,000 vols. Magazines: 61 regularly received
Staff:	2 full-time Lecturer/Librarian: Ann Willock Qualification: A.L.A. Library Assistant: Emma Jimmy Qualification: Administrative College of PGN; Certificate in Library Studies
Budget:	1981: K 3,000 1980: K15,000
Facilities:	Recently built library in 1977 from grant awarded by the World Bank. Adequate lighting, shelving and furniture. Seating: 150

Appendix 8

Institution: PORT MORESBY IN-SERVICE TEACHERS COLLEGE

Address: P.O. Box 1791
Goroko, National Capital District

Phone: 25 3677 x 30

Agency: Government

Size of Faculty: 25 Enrollment: 340

Size of Collection: Books: 20,000 vols.
Magazines: 12 titles regularly received

Staff: 2 full-time
Lecturer/Librarian: Vacant
Library Assistant: Ovoa Thoa
Qualifications: Administrative College of PNG; Certificate in Library Studies
Library Assistant: Christine Padinur
Qualifications: Administrative College of PNG; Certificate in Library Studies

Budget: 1981: K33,000
1980: K11,000

Facilities: Present facilities are completely inadequate. Insufficient space and seating are major problems. A new library is to be built in 1982 using the same plan as that used for the library at Madang Teachers College, but with more floor space.

Appendix 9

Institution: SAINT BENEDICT'S TEACHERS COLLEGE

Address: P.O. Box 542
Wewak, East Sepik Province

Phone: 86 2327

Agency: Catholic

Size of Faculty: 17 Enrollment: 230

Size of Collection: Books: 9,000 vols.
Magazines: 28 regularly received
Audio-Visual: Films, filmstrips and cassette tapes

Staff: 2 full-time
Lecturer/Librarian: Margaret Thornton
Qualifications: Royal Melbourne Institute of Technology; Diploma in Library Science
Library Assistant: Jenny Kemu
Qualifications: Administrative College of PNG; Certificate in Library Studies

Budget: 1981: K6,000

1980: K6,000

Facilities: A very adequate building; shelving for several more thousand books

Seating: 100

Appendix 10

Institution: SAINT PAUL'S TEACHERS COLLEGE (Men)

Address: P.O. Box 1238
Rabaul, East New Britain

Phone: 92 1298

Agency: Catholic

Size of Faculty: 9 Enrollment: 148

Size of Collection: Books: 2,719 vols.
Magazines: 12

Staff: 1 full-time
Lecturer/Librarian: Vacant
Library Assistant: Engenil Yako
Qualifications: Administrative College of PNG; Certificate in Library Studies

Budget: 1981: not available

1980: not available

Facilities: Serious need for improved facilities. Book collection needs to be organized; card catalog unusable; more shelving needed.

Seating: 43

Appendix 11

Institution: SONOMA TEACHERS COLLEGE

Address: P.O. Box 608
Rabaul, East New Britain

Phone: 92-2164

Agency: Seventh Day Adventist

Size of Faculty: 18 Enrollment: 223

Size of Collection: Books: 2,500 vols.
Magazines: 6 regularly received

Staff: 1 full-time; 1 part-time

Lecturer/Librarian: Vacant

Acting is Peter Richard Roberts, who is a lecturer in English.

Qualifications: Avondale College;
Teaching Diploma

Library Assistant: Darlis Malisa (temporary)

Qualifications: High School

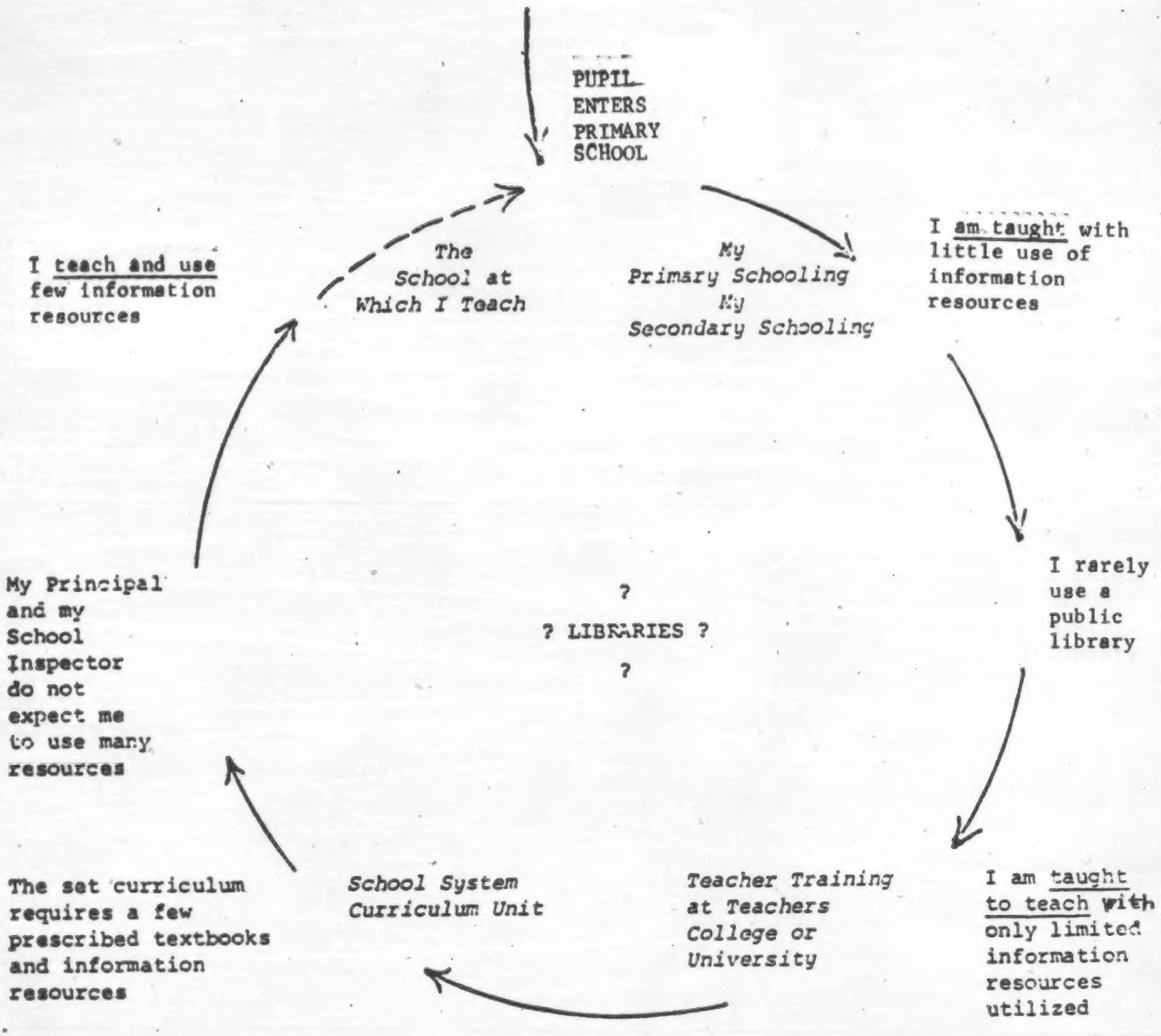
Budget: 1981: K2,200

Facilities: A new building completed in 1981 with adequate space to seat 100 students. Building was started by gift from the Seventh Day Adventists of K50,000. The actual construction was done by staff and students.

Appendix 12

RESOURCES AND TEACHERS:

The Present Pattern?

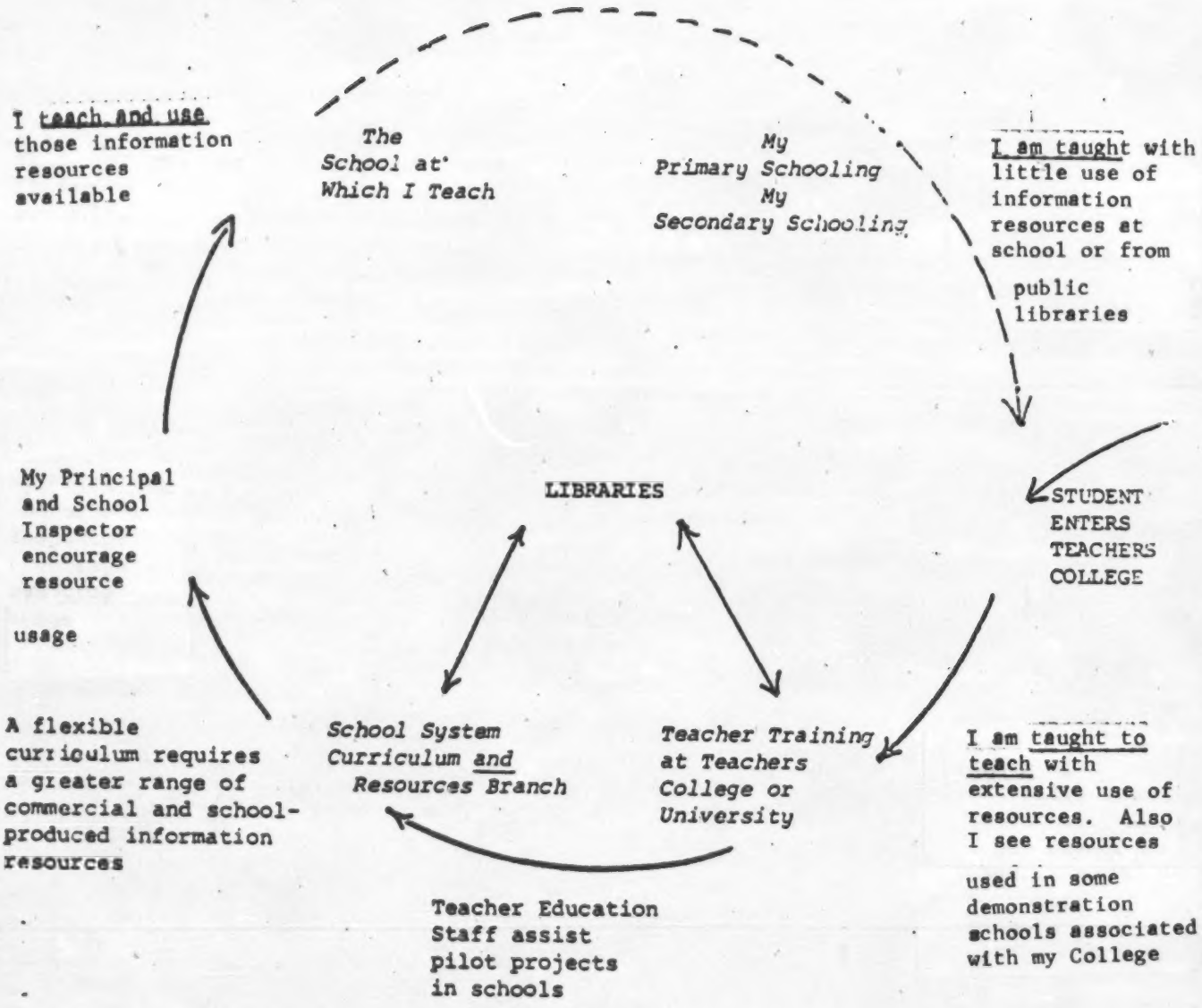

PUPIL ENTERS PRIMARY SCHOOL
I am taught with little use of information resources
My Primary Schooling
My Secondary Schooling
I rarely use a public library
I am taught to teach with only limited information resources utilized
Teacher Training at Teachers College or University
School System Curriculum Unit
The set curriculum requires a few prescribed textbooks and information resources
My Principal and my School Inspector do not expect me to use many resources
I teach and use few information resources
The School at Which I Teach
? LIBRARIES ?

Source: Lawrence H. McGrath. Report of a Planning Mission for the UNESCO School Library Development Project, March 1980.

Appendix 13

RESOURCES AND LEARNING:

A Pattern to Effect Change

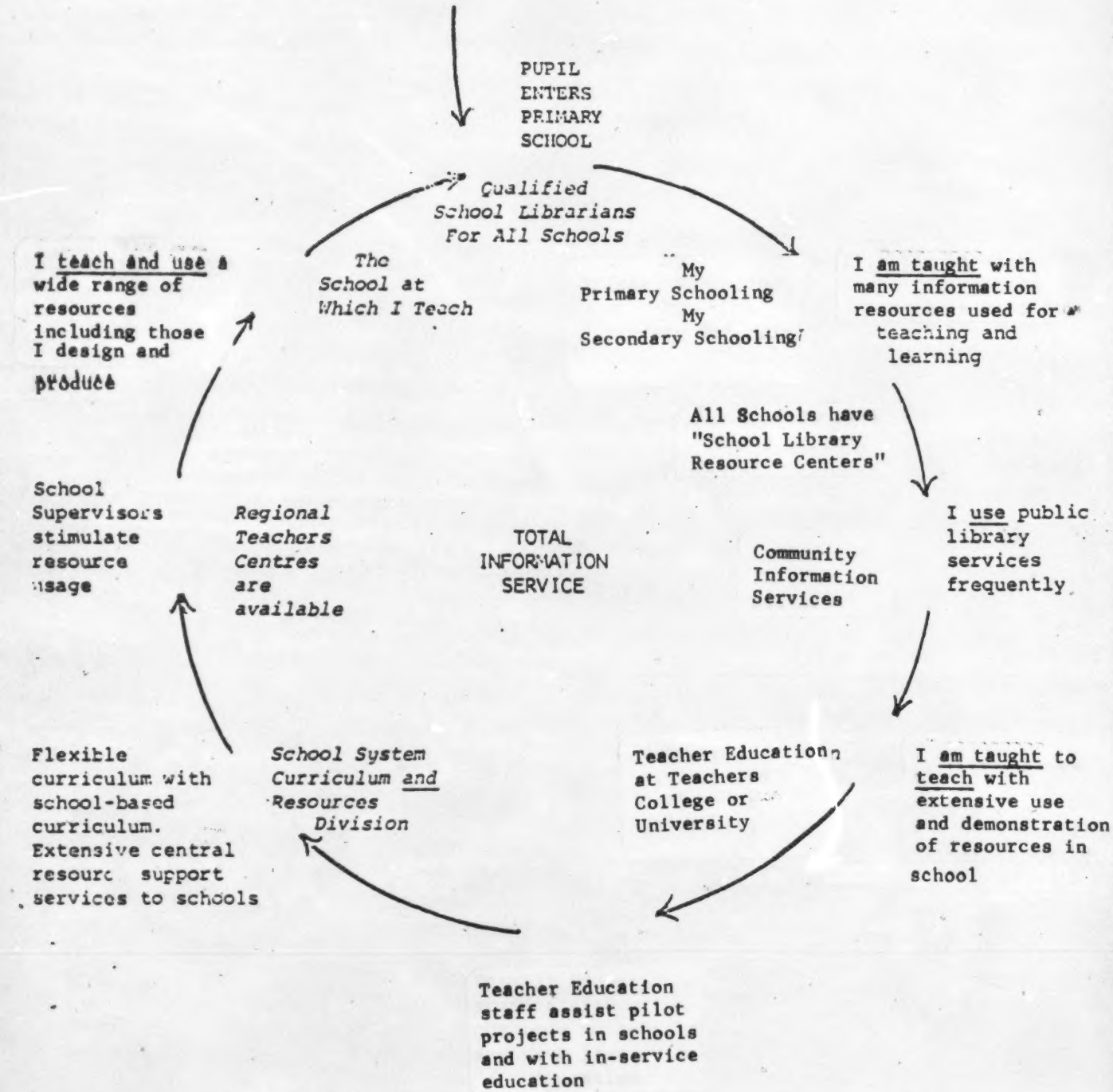

I teach and use those information resources available
The School at Which I Teach
My Primary Schooling
My Secondary Schooling
I am taught with little use of information resources at school or from public libraries
My Principal and School Inspector encourage resource usage
LIBRARIES
STUDENT ENTERS TEACHERS COLLEGE
A flexible curriculum requires a greater range of commercial and school-produced information resources
School System Curriculum and Resources Branch
Teacher Training at Teachers College or University
I am taught to teach with extensive use of resources. Also I see resources used in some demonstration schools associated with my College
Teacher Education Staff assist pilot projects in schools

Source: Lawrence H. McGrath. Report of a Planning Mission for the UNESCO School Library Development Project, March 1980.

Appendix 14

RESOURCES, LIBRARIES AND LEARNING:

An Integrated Pattern


PUPIL ENTERS PRIMARY SCHOOL
Qualified School Librarians For All Schools
The School at Which I Teach
My Primary Schooling
My Secondary Schooling
I am taught with many information resources used for teaching and learning
All Schools have "School Library Resource Centers"
I use public library services frequently
Community Information Services
TOTAL INFORMATION SERVICE
I am taught to teach with extensive use and demonstration of resources in school
Teacher Education at Teachers College or University
Teacher Education staff assist pilot projects in schools and with in-service education
School System Curriculum and Resources Division
Flexible curriculum with school-based curriculum. Extensive central resource support services to schools
Regional Teachers Centres are available
School Supervisors stimulate resource usage
I teach and use a wide range of resources including those I design and produce

Source: Lawrence H. McGrath. Report of a Planning Mission for the UNESCO School Library Development Project, March 1980.

Appendix 15

LIST OF PERSONS CONSULTED

1. Johnson Amo
   Curriculum Adviser
   Department of Education
   East New Britain

2. R. Anderson
   Principal
   Sonoma Teachers College

3. G. Arcus
   Principal
   Dauli Teachers College

4. Brother E. Becker
   Principal
   Holy Trinity Teachers College

5. Yanari Bubilia
   Library Assistant
   Dauli Teachers College

6. Hillma Burua
   Library Assistant
   Gaulim Teachers College

7. Ian Crossland
   School Library Adviser
   National Library Service

8. Anson Dom
   Library Assistant
   Balob Teachers

9. Brother Gagen
   Principal
   St. Paul's Teachers College

10. Sister Doris Halohan
    Deputy Principal
    Holy Trinity Teachers College

11. John Hereman
    Superintendent
    Department of Education
    East New Britain

12. Margaret Ibo
    Library Assistant
    Holy Trinity Teachers College

13. Emma Jimmy
    Library Assistant
    Madang Teachers College

14. Obe Kints
    Lecturer
    Dauli Teachers College

15. C. Lukose
    Principal
    Gaulim Teachers College

16. Sister M.M. Maladede
    Principal
    Kabeleo Teachers College

17. Allison McWilliams
    Deputy Principal
    Dauli Teachers College

18. Mildred Maramon
    Library Assistant
    Kabaleo Teachers College

19. Kristin Ofstead
    Lecturer/Librarian
    Gaulim Teachers College

20. Christine Padinur
    Library Assistant
    Port Moresby In-Service Teachers College

21. William Penias
    Assistant Secretary
    Teacher Education

22. B. Peril
    First Assistant Secretary
    General Education Services
    Department of Education

Appendix 15 (continued)

23. Peter Richard Roberts
Lecturer
Sonoma Teachers College

24. E. Robert
Principal
Balob Teachers College

25. Murray and Joan Rule
Dauli Teachers College

26. S. Seko
Principal
Madang Teachers College

27. K. Sinba
Headmaster
Dauli Community
Demonstration School

28. Erika Teal
Government Library Adviser
National Library Service

29. Ovoa Thoa
Library Assistant
Port Moresby In-Service
Teachers College

30. Margaret Thornton
Lecturer/Librarian
St. Benedict's Teachers College

31. Herman ToRarau
Deputy Principal
St. Paul's Teachers College

32. Neville K. Robinson
Principal
Port Moresby In-Service
Teachers College

33. E. Wanera
Acting Superintendent
Department of Education
East Sepik

34. Elizabeth Wilson
Lecturer/Librarian
Balob Teachers College

35. Eugeni Yako
Library Assistant
St. Paul's Teachers College

36. J. Yaure
Administrative Officer
Department of Education
East Sepik

Appendix 16

A FEW SELECTED RECOMMENDED TITLES

Sharp, M. Children Learning: Introduction to Child Psychology, University of London, 1975.

McGraw-Hill's Adventure in English Series, such titles as:

Treasure Island
A Tale of Two Cities
The Gold Bug
The Call of the Wild
Juarez: Hero of Mexico

(Excellent for English as a second language)

Flaherty, T. Teachers of Tomorrow Reflect, Marques Press, Goroka.

Education, Old and New: Essays on Some Aspects of Education in PNG, Goroka Teachers College, 1974.

Sellect, R.J.W. Education in PNG, Melbourne University Press, 1975.

Thomas, E.B. PNG Education, Oxford University Press, 1976.

Ryburn, W.M. Principles of Teaching, Oxford University Press.

Sanders, N.M. Classroom Question, Harper and Row.

Harley, B. A Synthesis of Teaching Methods, McGraw-Hill.

Castle. Principles of Education in Africa, Oxford University Press.

Derville, L. The Use of Psychology in Teaching, Longman's.

Elibeck, F.N. and G.W. Gibson. Education and the Child, ANU Press, 1978.

Cohen, A. and N. Garner. A Student's Guide to Practice Teaching, University of London Press, 1971.

Russell, David. Reading Aids Through the Grades, Australian Council of Educational Research, 1970.

Dorny, G.N. Games for Second Language Learning, McGraw-Hill.

Giggins, L.D. Tense Drills, Longman's, 1973.

Williams, D.J. English Teaching in the Primary Grades, Evans Bros., 1976.

Appendix 16 (continued)

Russell, D.H. Listening Aids Through the Grades: One Hundred and Ninety Listening Activities, Australian Council of Education Research, 1974.

Wagner, M.S. Teaching Skills, Goroka Teachers College, 1974.

Wagner, Guy, et al. Language Games, Teachers Publishing Corp.

Wagner, Guy. Reading Games.

Dean, J.F. Games Make Spelling Fun; Fearon Publishing Corp. (Belmont, California).

Lee, W.R. Language Teaching Games and Contests, Oxford University Press, 1974.

Byrne, H.J. The Teacher and His Pupils, Oxford University Press, 1977.

Appendix 17

ITINERARY

May 30, 1981:	Traveled from Honolulu to Port Moresby via Sydney, Australia
June 1, 1981:	Met with officials of the National Library
2	Introduction to staff of Teacher Education Division for orientation
3	Visited Port Moresby In-Service College, University of Papua New Guinea
4	Visited Port Moresby In-Service Training College (met with lecturer staff)
5	Visited Department of Library Studies, Administrative College, Acting Principal of Adcol
6	Traveled to Rabaul, East New Britain
8-14	Visited Provincial Superintendent of Education; Gaulim Teachers College, Kabaleo Teachers College, St. Paul's Teacher College, and Sonoma Teachers College
15-18	Visited Balob Teachers College, Papua New Guinea University of Technology, community school; traveled to Goroka, Eastern Highlands
19-20	Goroka Teachers College
21-22	Traveled to Mt. Hagen, Western Highlands; visited Holy Trinity Teachers College
23-25	Traveled to Tari, Southern Highlands; visited Dauli Teachers College; visited Demonstration School; met with faculty and students
25-28	Traveled to Madang, addressed the Annual Conference of Teachers College Principals; visited Madang Teachers College; visited community schools; traveled to Wewak, East Sepik
June 29-July 2, 1981:	Visited St. Benedict's Teachers College, Demonstration School, Superintendent of Education; returned to Port Moresby

Appendix 17 (continued)

July 3, 1981:	Conferred with National Librarian and Deputy National Librarian
5-14	Prepared preliminary report; conferred with individuals in School Library Service and Cultural Affairs office, U.S. Embassy
15	Conferred with officials in Division of Teacher Education
16	Addressed student body at Administrative College, Department of Library Studies
17	Departure
20-23	Final report prepared in Honolulu, Hawaii